

Campus Climate for Diversity Survey Findings Report

Diversity Experiences in the Classroom

- Students' comfort level in class
- Multicultural sensitivity and inclusiveness
- Classroom participation
- Professors' sensitivity to students
- Exposure to diverse faculty

The Ohio State University
Office of Student Affairs Assessment
01B Raney Commons
47 Curl Drive
Columbus, OH 43210
614/247-6220

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TABLE OF CONTENTS

	Page
INTRODUCTION	1
Methodology	1
Limitations	2
Demographics	2
FINDINGS	3
Students' comfort level in class	3
Inclusive language and appropriate humor	4
Multicultural sensitivity & encouraging different views	6
Classroom participation	7
Essentialism: The expectation to represent a particular group.....	8
Professors' sensitivity to students	10
Level of inclusiveness incorporated into class materials	13
Students' exposure to diversity among their professors	14
APPENDIX A: Demographics.....	17

Diversity Experiences in the Classroom

KEY FINDINGS

Students' experiences in the classroom directly affect their ability to learn, their overall academic performance, as well as their feelings about themselves and others. To help determine how the classroom experience supports and exposes students to diversity, students were asked to respond to a series of questions about their comfort level in classes, their interaction with faculty, their level of class participation, the inclusiveness of class materials, and the exposure to diversity among their professors. Responses were analyzed based on students' race/ethnicity, gender, and sexual orientation.

For students to be at ease in a class setting they need to feel welcomed, acknowledged, and respected. In a series of questions about the classroom environment, students were asked to rate their comfort level in classes.

- White, male, and heterosexual students reported the most positive scores when rating how welcome they feel in the classroom. African American students and GLB students were least likely to feel welcome in classes.
- GLB, African American, and Hispanic American/Latino students were significantly more likely than other groups to feel that their professors ignore their comments or questions. Men were significantly more likely to report that their comments or questions are ignored than women were.
- At least 70% of students in all groups (racial/ethnic, gender, and sexual orientation) agreed that appropriate and inclusive language is used in their classes. African American and GLB students found the language to be least appropriate and inclusive of all the groups.
- Women, GLB, and African American students were significantly more likely to find the humor used in the classroom to be offensive than men, heterosexual students and students from other racial/ethnic groups respectively.

Important strategies for promoting diversity in the classroom include instructors modeling multicultural sensitivity and encouraging sharing of different views and perspectives. Students were asked to express their views on these aspects of their classroom experience.

- African American students were, by far, the least likely to agree that their instructors model multicultural sensitivity with 24% disagreeing with the statement.
- Almost 78% of all respondents agreed that different views and perspectives are encouraged in class. When looking at responses by various student characteristics (race/ethnicity, gender, and sexual orientation) more GLB students (16%) disagreed that different views and perspectives are encouraged in class than any other group.

As another component of the classroom experience, students responded to questions about whether students of various differences participate equally in the classroom.

- When presented the statement “in my experience students of different racial/ethnic background participate equally in classroom discussion and learning,” over 25% of all respondents disagreed. The greatest levels of disagreement with this statement existed among African American students (40%) and GLB students (28%). Based on gender, women were more likely to disagree (17.6%) with the statement “men and women participate equally in classroom discussion and learning” than men (11.9%) were.

Related to students’ level of participation in the classroom is the level at which students are asked to represent the views of an entire group of people – assuming that all women, African American, or all GLB persons have the same needs or experiences without regard to differences.

- Various groups reported striking differences. African American students were significantly more likely to agree (72.2%) that they are expected to represent their race in discussions in class than were Caucasian students (11.3%), American Indian/Alaskan Native students (22.3%), Asian American students (41.6%) and Hispanic American/Latino student (39.2%).
- GLB students were significantly more likely to agree (39%) that they are expected to represent their sexual orientation than heterosexual students (9.7%) were. Women were significantly more likely to agree (37.1%) that they felt such an expectation than men (19.5%) were.

Students’ perceptions of professors’ sensitivity provides another aspect of the classroom experience.

- While generally students agreed that professors are sensitive to the needs of students, GLB students and African American students were least likely to agree when compared to heterosexual students and other racial/ethnic groups.
- Overall, students perceived that professors are most sensitive to the needs of students of their own racial/ethnic group.

Another area considered in the assessment of the classroom environment is the level of inclusiveness incorporated into class materials.

- Over 50% of African American respondents reported that professors either “rarely” or “almost never” incorporate contributions of people from a variety of racial/ethnic groups in their class materials. Hispanic American/Latino students also found the level of inclusiveness in class materials to be significantly less than Asian American and Caucasian students.

- When students were asked if professors incorporate into their classes materials that acknowledge the contributions of women, women and men responded similarly to the question with 46% of women and 41% of men indicating that professors either “frequently” or “almost always” incorporated contributions of women in their class materials
- By far, students reported the least level of inclusiveness in class materials when asked about acknowledging contributions of GLBT persons.

Students were asked if they have taken classes from professors of various races/ethnicities, from female and male professors, and from GLBT professors.

- A consistent finding across underrepresented groups is that students of particular groups were most likely to report having taken classes from professors who are similar to them compared to all other groups of students.
- Students’ exposure to racial/ethnic diversity among their professors varied greatly. Over 75% of all respondents reported that they have taken a class from an Asian/Pacific Islander professor. Approximately 55% of all respondents reported that they have taken a class from an African American professor. Thirty-four percent (34%) of all respondents have taken a class from a Latino/Hispanic professor. Only 12.1% of all respondents have taken a class from an American Indian/Alaskan Native professor. As expected, at least 99% of all respondents have had a White/Caucasian professor for class.
- Based on all students’ responses, 97.5% of students have taken a class from a female professor and 98.9% of students have had a class from a male professor.

INTRODUCTION

The purpose of this report is to examine the classroom environment at OSU. Findings include students' comfort level in class, the use of inclusive language and appropriate humor, multicultural sensitivity, classroom participation, students' exposure to diverse faculty and others. The report presents differences in students' perceptions and experiences based on gender, sexual orientation, and race/ethnicity.

Methodology

This report is generated from the Campus Climate for Diversity Survey, a survey of the climate at OSU. The framework for the survey consisted of:

1. Individual factors including demographic characteristics, the extent of contact students had with diverse populations prior to entering the University, and personal actions and beliefs regarding issues of diversity;
2. Environmental experiences including the University as a welcoming environment, the classroom environment, curriculum content and instructional methods, campus life experiences with diversity, experiences as a member of an underrepresented group, and support services;
3. Outcome perceptions including the impact of campus diversity of student learning and development, satisfaction and general impressions of campus since enrolling, and campus climate initiatives to address diversity issues.

The survey instrument was created by reviewing similar instruments from seven other schools and adapting them to Ohio State and the comprehensive nature of this study. Various members of the campus community reviewed the possible questions and offered suggestions on which questions and formats would provide the University with the most helpful data.

With the assistance of the Office of the Registrar, a stratified random sample of 4,000 Ohio State students was selected through the student database of all students at the end of winter quarter, 2000. Students who were scheduled to graduate in March or had not scheduled classes for the spring quarter were not included. African American, Asian/Pacific Islander, Hispanic/Latino, and American Indian/Alaskan Native students were over sampled in order to be able to make comparisons across race/ethnicity. Because only 123 American Indian/Alaskan Native students attended Ohio State at the time of the survey, all were included in the sample.

The collection of the data was coordinated by the Office of the Registrar Testing Services. In this process, students selected were initially contacted during the first week of spring quarter by e-mail informing them that they had been selected to participate in the study. The first mailing of the survey occurred during the second week of April and a postcard reminder immediately followed. A second survey was sent at the end of the first week of May to students who had not yet responded and a final e-mail reminder was sent shortly after the second mailing of the survey. Bookstore gift certificates were offered as incentive for students to complete the survey.

A total of 1,223 surveys were received for a response rate of 30.6 %. Given the extensive length of the survey, the response rate is respectable.

Because certain racial/ethnic groups had a higher chance of selection than other members of the population and because women were more highly represented in the sample than in the population, appropriate weighting was required in order to generate accurate population representation. As such, mathematical corrections have been made in order to bring the percentage of different racial/ethnic

groups (including gender) to represent the percentage in the population. The weight can be thought of as the number of persons that each individual in the survey represents; in other words, each student's responses have been "weighted up" to represent the population totals.

Limitations

*Use 81% weighted
have?*

As with all survey research, this study has a number of limitations. First are the possible non-response bias and the lack of any controls for such a bias. It is possible that students who took the time to complete the survey are different from those who did not; for example, respondents may have had stronger feelings on issues surrounding diversity than non-respondents. However, the inclusion of the bookstore gift certificates may have provided the incentive for those students who otherwise would not have completed the survey to participate in the study. Second, in examining how certain groups responded to the survey, some comparisons are stronger than others. In some areas, there is low representation of certain groups. For example, students who indicated that they are gay, lesbian, or bisexual must be combined in order to make comparisons across sexual orientation. Other groups including American Indian/Alaskan Native students, international students, and students with disabilities are not highly represented. Third, all surveys are subject to potential sources of imprecision and bias which may be associated with the question wording and/or ordering and the length of the survey.

Demographics

The survey respondents had the following characteristics: (See Appendix A for a complete demographic profile)

- **GENDER:** 59.4% were female; 39.6% male, and 0.2% transgender
- **RANK:** 72% were undergraduate students; 18.1% were graduate students; 8.3%, professional; and 1.5% non-degree. Among the undergraduate students, 11.7% were Rank 1; 17.2% Rank 2; 18.1% Rank 3; and 24% Rank 4. *—/region; behavioral/attitudinal changes*
- **RACE/ETHNICITY:** With regard to race/ethnicity, students responded in the following ways: (Please note that students provided multiple responses when applicable)
 - 8.7% were African American/Black
 - 3.1% were American Indian/Alaskan Native
 - 2.0% were Appalachian
 - 8.0% were Asian/Pacific Islander
 - 8.7% were Hispanic American/Latino(a)
 - 65.6% were White/Caucasian
 - 3.8% were international students
 - 2.3% responded "other"
 - In addition, 3.3% responded that they were multi-racial, and 7.4% provided multiple responses.
- **SEXUAL ORIENTATION:** 92.4% reported that they were heterosexual; 2.7%; bisexual; 1.7% gay; 0.8% lesbian; and 2.3% other/no response.
- **GPA:** Among the undergraduate students 2.4% had a GPA of less than a 2.0; 39.2% had between a 2.0 and a 2.9; and 52.9% had a 3.0 or above. Among, the graduate and professional students, 0.4% had less than a 2.0; 6.0% had between a 2.0 and a 2.9; and 93.6% had a 3.0 or better. Other students did not provide their GPA.
- **"HOMETOWN":** When asked where they spent most of their lives before college, 22.5% of students responded that they were from a rural area or town; 19.7% from a small city; 25.3% from a large city or metropolitan area; and 32.5% from a suburb.

FINDINGS

Students' Comfort Level in Class

In a series of questions about the classroom environment, students were asked to rate their level of agreement with various aspects of their experience. The first two questions addressed their comfort level in classes. (See Tables 1.0-2.1)

- Generally, students agreed that they felt welcome in class.
- However, there were significant differences by gender, sexual orientation, and race/ethnicity. Women felt less welcome than men did, and gay, lesbian and bisexual students (GLB) less welcome than heterosexuals. African American, Asian/Pacific Islander, and Hispanic American students felt significantly less welcome in classes than did white/Caucasian students.
- Most noteworthy is that African American/black students, with an average score of 2.42, and GLB students, with an average score of 2.19, were least likely to feel welcome in classes.
- Students generally disagreed that professors ignored their comments or questions.
- Evidence suggests that GLB, African American, and Hispanic American students are significantly more likely than other groups to feel that their comments or questions are ignored.
- Interestingly, although women were significantly less likely than men to feel welcome in the classroom, men were significantly more likely to report that their comments or questions were ignored than women were.

Table 1.0: I feel welcome in classes: BY GENDER AND SEXUAL ORIENTATION.

Responses by %	All Respondents (n=1223)	Men (n=484)	Women (n=730)	Gay, Lesbian, Bisexual (n=67)	Heterosexual (n=1130)
Strongly agree (1)	22.0	22.2	21.8	17.8	22.3
Agree (2)	58.8	58.5	59.1	57.2	59.3
Neutral (3)	14.7	15.3	14.0	15.0	14.2
Disagree (4)	3.7	3.7	3.8	8.6	3.4
Strongly disagree (5)	0.8	0.2	1.4	1.5	0.8
Average Scores	2.03	2.01	2.04	*2.19	2.01

▪ Statistically significant at the 99% level between men and women.

♦ Statistically significant at the 99% level between GLB and heterosexual students.

Table 1.1: I feel welcome in classes: BY RACE/ETHNICITY.

Responses by %	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Strongly agree (1)	11.1	5.2	12.7	20.0	26.3
Agree (2)	51.7	78.4	60.8	60.7	61.6
Neutral (3)	23.7	16.4	23.6	10.4	10.2
Disagree (4)	10.9	0.0	2.9	8.2	2.3
Strongly disagree (5)	2.6	0.0	0.0	0.7	0.6
Average Scores	*2.42	*2.11	*2.17	*2.09	1.91

* Statistically significant at the 99% level from white/Caucasian students (all other groups).

▪ Statistically significant at the 99% level from African American/black students (except for Caucasian students).

Table 2.0: In my classes I feel that my professors ignore my comments or questions: BY GENDER AND SEXUAL ORIENTATION.

Responses by %	All Respondents (n=1223)	Men (n=484)	Women (n=730)	Gay, Lesbian, Bisexual (n=67)	Heterosexual (n=1130)
Strongly agree (1)	1.4	2.0	0.7	2.3 1.3	1.3
Agree (2)	4.3	4.2	4.4	2.7	4.4
Neutral (3)	13.6	15.6	11.5	18.4	13.1
Disagree (4)	46.7	44.1	49.4	43.5	46.9
Strongly disagree (5)	34.0	34.2	33.9	32.9	34.3
Average Scores	4.08	4.04	4.11	4.02	4.09

▪ Statistically significant at the 99% level between men and women.

♦ Statistically significant at the 99% level between GLB and heterosexual students.

Table 2.1: In my classes I feel that my professors ignore my comments or questions: BY RACE/ETHNICITY.

Responses by %	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Strongly agree (1)	0.9	0.0	1.2	5.9	1.2
Agree (2)	6.7	0.0	5.0	5.2	3.8
Neutral (3)	20.7	11.4	13.9	10.5	12.4
Disagree (4)	44.0	49.0	48.4	57.4	46.5
Strongly disagree (5)	27.7	39.6	31.5	20.9	36.1
Average Scores	*3.91	♦♦4.28	4.04	❖*3.82	4.13

* Statistically significant at the 99% level from white/Caucasian students (all other groups).

▪ Statistically significant at the 99% level from African American/black students (except for Caucasian students).

❖ Statistically significant at the 99% level between the Asian/Pacific Islander students and the Hispanic/Latino(a) students.

♦ Statistically significant at the 99% level between Hispanic/Latino(a) students and American Indian/Alaskan Native students.

Inclusive Language and Appropriate Humor

Other questions in this section asked students about the inclusive use of language and the use of humor in the classroom. (See Tables 3.0-4.1)

- At least 70% of students in all groups agreed that appropriate and inclusive language is used in their classes.
- Women, GLB students, and African American students were significantly less likely to find that the language used in their classes is appropriate and inclusive than did men, heterosexual students, and white students, respectively.
- Furthermore, African American students also reported classroom language to be significantly less inclusive than did Asian American and Hispanic American students.
- When asked about humor used in classes, the majority of students agreed that it is not offensive.
- As before, women, GLB students, and African American students experience the classroom differently than their counterparts. They were significantly more likely to find the humor used to be offensive than did men, heterosexual students, and students from other racial/ethnic groups, respectively.

Table 3.0: Appropriate and inclusive language is used in my classes: BY GENDER AND SEXUAL ORIENTATION.

Responses by %	All Respondents (n=1223)	Men (n=484)	Women (n=730)	Gay, Lesbian, Bisexual (n=67)	Heterosexual (n=1130)
Strongly agree (1)	17.5	17.8	17.1	11.8	17.9
Agree (2)	64.5	65.2	63.7	66.6	64.8
Neutral (3)	10.6	11.6	9.6	8.5	10.4
Disagree (4)	6.3	4.4	8.3	11.6	5.9
Strongly disagree (5)	1.2	1.0	1.3	1.5	1.0
Average Scores	2.09	2.06	2.13	2.24	2.07

- Statistically significant at the 99% level between men and women.
- ♦ Statistically significant at the 99% level between GLB and heterosexual students.

Table 3.1: Appropriate and inclusive language is used in my classes: BY RACE/ETHNICITY.

Responses by %	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Strongly agree (1)	9.7	13.7	13.2	23.6	19.1
Agree (2)	62.9	72.5	69.6	55.5	64.6
Neutral (3)	17.1	11.1	13.3	12.7	8.7
Disagree (4)	8.6	2.6	3.8	6.0	6.4
Strongly disagree (5)	1.7	0.0	0.0	2.2	1.2
Average Scores	*2.30	2.03	2.08	2.08	2.06

- * Statistically significant at the 99% level from the white/Caucasian students (all other groups).
- Statistically significant at the 99% level from African American/black students (except for Caucasian students).

Table 4.0: When humor is used, it is not offensive: BY GENDER AND SEXUAL ORIENTATION.

Responses by %	All Respondents (n=1223)	Men (n=484)	Women (n=730)	Gay, Lesbian, Bisexual (n=67)	Heterosexual (n=1130)
Strongly agree (1)	18.3	19.1	17.4	9.2	18.9
Agree (2)	63.1	62.3	64.0	65.3	63.4
Neutral (3)	12.0	13.6	10.4	11.1	11.9
Disagree (4)	5.7	4.5	6.9	12.7	5.0
Strongly disagree (5)	0.9	0.5	1.3	1.7	0.9
Average Scores	2.08	2.05	2.11	2.32	2.06

- Statistically significant at the 99% level between men and women.
- ♦ Statistically significant at the 99% level between GLB and heterosexual students.

Table 4.1: When humor is used, it is not offensive: BY RACE/ETHNICITY.

Responses by %	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Strongly agree (1)	9.7	16.4	12.7	18.4	19.6
Agree (2)	58.0	75.8	65.8	62.2	64.1
Neutral (3)	21.1	2.6	15.3	11.9	9.9
Disagree (4)	9.4	5.2	6.2	6.0	5.4
Strongly disagree (5)	1.7	0.0	0.0	1.5	1.0
Average Scores	*2.35	1.97	*2.15	2.10	2.04

- * Statistically significant at the 99% level from the white/Caucasian students (all other groups).
- Statistically significant at the 99% level from African American/black students (except for Caucasian students).

Multicultural Sensitivity and Encouraging Different Views

In addition, students were asked to express their level of agreement to statements concerning their instructors modeling multicultural sensitivity and the encouragement of different views and perspectives in class. (See Tables 5.0-6.1).

- In most groups, at least a quarter (25%) of students responded “neutral” with regard to instructors modeling multicultural sensitivity.
- Women were significantly more likely to agree that their instructors model multicultural sensitivity than men were, with average scores of 2.29 and 2.36 respectively.
- GLB students were significantly less likely to agree that their instructors model multicultural sensitivity than heterosexual students were.
- With 24% disagreeing, African American students were, by far, the least likely to report that their instructors model multicultural sensitivity. Their responses were significantly different from all other racial/ethnic groups.
- Almost 78% of all students agreed that different views and perspectives are encouraged in class.
- While men and women responded similarly, GLB students were significantly less likely to agree that different views and perspectives are encouraged in class than were heterosexual students. Over 16% of GLB students disagreed compared to 7.6% of heterosexual students.
- Asian American and Caucasian students were most likely to agree that different views are encouraged in class with over 80% indicating that they either “strongly agreed” or “agreed” with the statement.
- With an average score of 2.33, African American students were significantly less likely to agree that different perspectives are encouraged in class than Asian American, Caucasian, or Hispanic students were.

Table 5.0: My instructors model multicultural sensitivity: BY GENDER AND SEXUAL ORIENTATION.

Responses by %	All Respondents (n=1223)	Men (n=484)	Women (n=730)	Gay, Lesbian, Bisexual (n=67)	Heterosexual (n=1130)
Strongly agree (1)	13.4	11.4	15.6	11.6	13.7
Agree (2)	51.0	51.7	50.3	47.7	51.6
Neutral (3)	27.4	29.0	25.8	28.1	27.1
Disagree (4)	5.8	5.8	5.8	8.5	5.4
Strongly disagree (5)	<u>2.3</u>	2.2	<u>2.4</u>	<u>4.1</u>	2.2
Average Scores	2.32	2.36	▪ 2.29	♦ 2.46	2.31

▪ Statistically significant at the 99% level between men and women.

♦ Statistically significant at the 99% level between GLB and heterosexual students.

Table 5.1: My instructors model multicultural sensitivity: BY RACE/ETHNICITY.

Responses by %	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Strongly agree (1)	6.6	11.1	11.2	16.5	14.2
Agree (2)	36.3	57.5	58.4	45.8	53.9
Neutral (3)	33.1	23.5	26.2	27.1	25.4
Disagree (4)	18.6	7.9	3.3	6.8	4.6
Strongly disagree (5)	<u>5.4</u>	0.0	0.9	<u>3.8</u>	1.9
Average Scores	*2.80	▪ 2.28	▪ 2.24	♦ 2.36	2.26

* Statistically significant at the 99% level from the white/Caucasian students (all other groups).

▪ Statistically significant at the 99% level from African American/black students (except for Caucasian students).

Table 6.0: Different views and perspectives are encouraged in class: BY GENDER AND SEXUAL ORIENTATION.

Responses by %	All Respondents (n=1223)	Men (n=484)	Women (n=730)	Gay, Lesbian, Bisexual (n=67)	Heterosexual (n=1130)
Strongly agree (1)	21.0	20.2	21.8	15.1	21.4
Agree (2)	56.8	57.1	56.5	55.7	57.3
Neutral (3)	14.0	14.8	13.3	13.1	13.7
Disagree (4)	6.3	5.9	6.7	13.9	5.8
Strongly disagree (5)	1.9	2.0	1.7	2.2	1.8
Average Scores	2.11	2.13	2.10	2.32	2.09

♦ Statistically significant at the 99% level between GLB and heterosexual students.

Table 6.1: Different views and perspectives are encouraged in class: BY RACE/ETHNICITY.

Responses by %	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Strongly agree (1)	13.1	17.0	15.2	25.8	21.8
Agree (2)	53.7	52.3	69.0	47.4	57.7
Neutral (3)	22.3	17.6	12.8	16.3	13.0
Disagree (4)	8.3	2.6	2.1	7.5	6.0
Strongly disagree (5)	2.6	10.5	0.9	3.0	1.5
Average Scores	2.33	2.37	2.05	2.14	2.08

* Statistically significant at the 99% level from the white/Caucasian students (all other groups).

▪ Statistically significant at the 99% level from African American/black students (except for Caucasian students).

Classroom Participation

As another component of the classroom experience, students responded to questions about whether students of various differences participate equally in the classroom. (See Tables 6.0-6.2)

- When asked if students of different racial/ethnic backgrounds participate equally in class, over 25% of all respondents disagreed.
- African American students were significantly less likely to find that students of different racial/ethnic backgrounds participate equally in classes than American Indian/Alaskan Native, Asian American, and white students were; over 40% of African American students disagreed with the statement.
- Students of color were more likely to disagree that there is equal participation in the classroom than white students were.
- While women were less likely to report that their comments were ignored, they were significantly more likely to disagree that men and women participate equally in classroom discussions. These findings may indicate that students perceive women to participate more frequently than men.
- With regard to sexual orientation, GLB students were significantly more likely to disagree that students of various sexual orientations participate equally in classroom discussions than heterosexual students were. Over 28% of GLB students disagreed with this statement compared to 9.5% of heterosexual students.

Table 6.0: In my experience students of different racial/ethnic backgrounds participate equally in classroom discussion and learning: BY RACE/ETHNICITY

Responses by %	All Respondents (n=1223)	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Strongly agree (1)	11.7	9.4	7.9	8.7	7.4	12.4
Agree (2)	50.7	30.3	61.4	42.1	40.8	55.3
Neutral (3)	12.1	20.0	5.2	17.0	21.4	9.6
Disagree (4)	22.2	30.0	17.0	27.4	20.7	20.3
Strongly disagree (5)	3.3	10.3	8.5	4.8	9.6	2.3
Average Scores	2.55	*3.01	*2.57	*2.78	*2.84	2.45

* Statistically significant at the 99% level from the white/Caucasian students (all other groups).

▪ Statistically significant at the 99% level from African American/black students (except for Caucasian students).

Table 6.1: In my experience men and women participate equally in classroom discussion and learning: BY GENDER.

Responses by %	All Respondents (n=1223)	Men (n=484)	Women (n=730)
Strongly agree (1)	16.4	19.6	13.2
Agree (2)	57.2	56.7	57.7
Neutral (3)	11.4	11.8	11.1
Disagree (4)	12.5	10.4	14.6
Strongly disagree (5)	2.4	1.5	3.4
Average Scores	2.27	2.18	▪ 2.37

▪ Statistically significant at the 99% level between men and women.

Table 6.2: In my experience students of various sexual orientations participate equally in classroom discussion and learning: BY SEXUAL ORIENTATION.

Responses by %	All Respondents (n=1223)	Gay, Lesbian, Bisexual (n=67)	Heterosexual (n=1130)
Strongly agree (1)	9.3	15.7	9.1
Agree (2)	41.3	26.5	42.3
Neutral (3)	38.8	29.6	39.0
Disagree (4)	7.2	20.6	6.5
Strongly disagree (5)	3.3	7.6	3.0
Average Scores	2.54	♦2.78	2.52

How is this judged, who is outed?

♦ Statistically significant at the 99% level between GLB and heterosexual students.

Essentialism: The expectation to represent a particular group

Related to students' level of participation in the classroom is the extent to which students are asked to represent the views of a particular group. When asked to represent an entire group of people, students' experiences are essentialized. Such behavior assumes that all women, all African Americans, or all GLB persons have the same needs or experiences without regard to differences. Asking them to represent their race/ethnicity (or other group) also singles them out in the classroom. (See Tables 7.0-7.2)

- Just over 20% of the total respondents agreed that they are expected to represent their race/ethnicity in discussions in class.
- African American students were significantly more likely to agree (72.2%) that they are expected to represent their race in discussions in class than were Caucasian students (11.3%), American Indian/Alaskan Native students (22.3%), Asian American students (41.6%), and Hispanic American students (39.2%).

- Moreover, Asian American and Hispanic American students were significantly more likely to agree than Caucasian students were.
- Although as a group women were “neutral” with regard to whether or not they were expected to represent their gender in class, they were significantly more likely to agree that they felt such an expectation than men were. Over 37% of women agreed compared to 19.5% of men.
- With 39% agreeing, GLB students were significantly more likely to agree that they were expected to represent their sexual orientation than heterosexual students were. This number is particularly high given that GLB students may not be “out” to their professors or classmates.

Table 7.0: I feel that I am expected to represent my race or ethnic group in discussions in class: BY RACE/ETHNICITY.

Responses by %	All Respondents (n=1223)	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Strongly agree (1)	5.3	33.8	5.9	7.8	11.8	2.3
Agree (2)	15.0	38.4	16.4	33.8	27.4	9.0
Neutral (3)	24.1	12.1	27.5	26.2	24.4	23.3
Disagree (4)	37.4	10.7	28.1	20.0	30.4	43.6
Strongly disagree (5)	18.2	4.9	22.2	12.2	5.9	21.8
Average Scores	3.48	*2.14	♦❖*3.44	*2.95	*2.91	3.74

* Statistically significant at the 99% level from the white/Caucasian students (all other groups).

▪ Statistically significant at the 99% level from African American/black students (except for Caucasian students).

❖ Statistically significant at the 99% level between the Asian/Pacific Islander students and the Hispanic/Latino(a) students.

♦ Statistically significant at the 99% level between Hispanic/Latino(a) students and American Indian/Alaskan Native students.

Table 7.1: I feel that I am expected to represent my gender in discussions in class: BY GENDER.

Responses by %	All Respondents (n=1223)	Men (n=484)	Women (n=730)
Strongly agree (1)	4.7	2.4	7.1
Agree (2)	23.5	17.1	30.0
Neutral (3)	25.4	27.2	23.6
Disagree (4)	30.6	32.6	28.5
Strongly disagree (5)	15.8	20.7	10.8
Average Scores	3.29	3.52	* 3.06

▪ Statistically significant at the 99% level between men and women.

Table 7.2: I feel that I am expected to represent all students of my sexual orientation in discussions in class: BY SEXUAL ORIENTATION.

Responses by %	All Respondents (n=1223)	Gay, Lesbian, Bisexual (n=67)	Heterosexual (n=1130)
Strongly agree (1)	3.1	21.0	2.0
Agree (2)	8.2	18.7	7.7
Neutral (3)	28.6	17.4	28.8
Disagree (4)	37.9	22.3	39.2
Strongly disagree (5)	22.1	20.6	22.3
Average Scores	3.68	♦3.03	3.72

• IF NOT OUT? DOES IT LOWER?

♦ Statistically significant at the 99% level between GLB and heterosexual students.

Professors' Sensitivity to Students

Critical to the classroom environment are students' perceptions regarding professors' sensitivity to students in general, to students who are similar to them, and to students of difference. Tables 8.0 and 8.1 present students' responses to questions about the level to which professors are sensitive to the needs of students in general.

- When asked about whether or not professors appear to be sensitive to the needs of students in general, there were no differences based on gender.
- However, GLB students were significantly less likely to agree that professors appear to be sensitive to the needs of students than heterosexual students were, with average scores of 2.34 and 2.07 respectively.
- Of all the groups considered (gender, sexual orientation, and race), African American students were most likely to disagree with the statement "professors appear to be sensitive to the needs of students in general," and these differences were statistically significant when compared to Asian American, Hispanic American, and Caucasian students' responses.

Table 8.0: My professors appear to be sensitive to the needs of students in general: BY GENDER AND SEXUAL ORIENTATION

Responses by %	All Respondents (n=1223)	Men (n=484)	Women (n=730)	Gay, Lesbian, Bisexual (n=67)	Heterosexual (n=1130)
Strongly agree (1)	20.6	20.2	20.9	17.6	20.6
Agree (2)	59.1	58.8	59.4	50.7	60.1
Neutral (3)	13.4	14.8	12.0	14.3	12.8
Disagree (4)	5.4	4.8	6.1	14.7	5.0
Strongly disagree (5)	1.5	1.4	1.6	2.6	1.5
Average Scores	2.08	2.08	2.08	*2.34	2.07

* Statistically significant at the 99% level between GLB and heterosexual students.

WHAT DOES THIS MEAN?

Table 8.1: My professors appear to be sensitive to the needs of students in general: BY RACE/ETHNICITY.

Responses by %	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Strongly agree (1)	12.3	8.5	19.4	18.7	21.3
Agree (2)	55.1	81.0	59.0	63.4	62.2
Neutral (3)	19.1	2.6	15.3	10.4	10.1
Disagree (4)	6.9	7.9	5.0	6.7	5.2
Strongly disagree (5)	6.6	0.0	1.2	0.8	1.2
Average Scores	*2.40	2.10	*2.09	*2.07	2.03

* Statistically significant at the 99% level from the white/Caucasian students (all other groups).

▪ Statistically significant at the 99% level from African American/black students (except for Caucasian students).

Sensitivity by Race/Ethnicity

In comparison to professors' sensitivity to students in general, students were noticeably less likely to agree that professors are sensitive to the needs of students of various racial/ethnic groups. (See Tables 9.0-9.2)

- Whether responding to professors' sensitivity to students of the respondent's racial/ethnic group, of the professor's racial/ethnic group, or of a different race/ethnicity than the professor's, African American students were least likely to agree that professors appear to be

sensitive to students' needs. In most cases, the differences between African American students' responses and the other racial/ethnic groups' responses were significant.

- Similarly, Asian American and Hispanic American students were significantly less likely to agree that professors are sensitive to the needs of students of the respondents' racial/ethnic group and to the needs of students of a race/ethnicity different from the professor's than Caucasian students were.
- Contrary to other findings from this study, Asian American students were most likely to disagree that their professors appear to be sensitive to the needs of students who are of the same race/ethnicity as the professor; furthermore, these differences were significant. Only 48% of Asian American students agreed with this statement compared to 54.8% of African American students, 78.4% of American Indian/Alaskan Native students, 60.9% of Hispanic American students, and 66% of Caucasian students.

Table 9.0: My professors appear to be sensitive to the needs of students of my racial/ethnic group: BY RACE/ETHNICITY.

Responses by %	All Respondents (n=1223)	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Strongly agree (1)	10.1	4.9	5.2	4.2	4.5	11.6
Agree (2)	44.5	26.0	62.1	36.3	38.4	50.5
Neutral (3)	32.6	43.4	16.4	41.1	42.8	29.3
Disagree (4)	9.2	14.6	16.4	13.1	11.3	6.7
Strongly disagree (5)	3.6	11.1	0.0	5.4	3.0	2.0
Average Scores	2.52	*3.01	▪2.44	▪*2.79	▪*2.70	2.37

* Statistically significant at the 99% level from the white/Caucasian students (all other groups).

▪ Statistically significant at the 99% level from African American/black students (except for Caucasian students).

Table 9.1: My professors appear to be sensitive to the needs of students of their racial/ethnic group: BY RACE/ETHNICITY

Responses by %	All Respondents (n=1223)	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Strongly agree (1)	13.3	13.3	2.6	8.0	12.8	14.1
Agree (2)	47.9	41.5	75.8	39.9	48.1	51.9
Neutral (3)	29.3	36.0	16.4	35.4	33.8	26.9
Disagree (4)	6.8	3.7	5.2	11.3	5.3	5.5
Strongly disagree (5)	2.6	5.5	0.0	5.4	0.0	1.6
Average Scores	2.37	*2.47	❖2.24	▪*2.66	❖2.32	2.29

* Statistically significant at the 99% level from the white/Caucasian students (all other groups).

▪ Statistically significant at the 99% level from African American/black students (except for Caucasian students).

❖ Statistically significant at the 99% level between the Asian/Pacific Islander students and the Hispanic/Latino(a) students and between the Asian/Pacific Islander students and the American Indian/Alaskan Native students.

Table 9.2: My professors appear to be sensitive to the needs of students of racial/ethnic groups other than theirs: BY RACE/ETHNICITY.

Responses by %	All Respondents (n=1223)	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Strongly agree (1)	9.8	3.7	5.9	4.2	5.3	11.2
Agree (2)	43.7	25.4	55.6	36.8	35.4	49.0
Neutral (3)	33.7	48.7	24.8	42.2	45.0	30.2
Disagree (4)	9.7	15.8	13.7	11.4	12.8	7.5
Strongly disagree (5)	3.0	6.3	0.0	5.4	1.5	2.2
Average Scores	2.52	*2.96	▪2.46	▪*2.77	▪*2.70	2.41

* Statistically significant at the 99% level from the white/Caucasian students (all other groups).

▪ Statistically significant at the 99% level from African American/black students (except for Caucasian students).

Sensitivity by Gender and Sexual Orientation

Similar to the findings above, students were less likely to agree that professors appear to be sensitive to students when gender and sexual orientation are considered than they were to agree to professors' sensitivity to students in general. (See Tables 10.1-11.2)

- Men and women responded similarly when asked about professors' sensitivity to the needs of students of the professor's sex. However, women were significantly less likely to agree that professors were sensitive to the needs of students of the opposite sex to them.
- While both GLB students and heterosexual students were noticeably less likely to agree that professors were sensitive to the needs of students of different sexual orientations than to students in general, GLB students, with an average score of 2.98, were significantly less likely to agree than heterosexual students were, with an average score of 2.63.

Table 10.0: My professors appear to be sensitive to the needs of students of their sex: BY GENDER.

Responses by %	All Respondents (n=1223)	Men (n=484)	Women (n=730)
Strongly agree (1)	11.2	10.6	11.8
Agree (2)	44.6	43.8	45.6
Neutral (3)	33.0	36.5	29.3
Disagree (4)	8.1	6.7	9.5
Strongly disagree (5)	3.1	2.4	3.8
Average Scores	2.47	2.47	2.48

Table 10.1: My professors appear to be sensitive to the needs of students of the opposite sex to them: BY GENDER.

Responses by %	All Respondents (n=1223)	Men (n=484)	Women (n=730)
Strongly agree (1)	10.8	12.4	9.1
Agree (2)	43.0	41.7	44.3
Neutral (3)	34.0	34.9	33.1
Disagree (4)	9.3	8.4	10.2
Strongly disagree (5)	3.0	2.6	3.4
Average Scores	2.51	2.47	▪ 2.54

▪ Statistically significant at the 99% level between men and women.

perceive

Table 10.2: My professors appear to be sensitive to the needs of students of different sexual orientations: BY SEXUAL ORIENTATION.

Responses by %	All Respondents (n=1223)	Gay, Lesbian, Bisexual (n=67)	Heterosexual (n=1130)
Strongly agree (1)	8.2	6.2	8.3
Agree (2)	35.0	29.1	35.6
Neutral (3)	44.8	37.6	44.8
Disagree (4)	7.8	14.7	7.4
Strongly disagree (5)	4.2	12.4	3.8
Average Scores	2.65	*2.98	2.63

BIAS?

♦ Statistically significant at the 99% level between GLB and heterosexual students.

Level of Inclusiveness Incorporated into Class Materials

Another area considered in the assessment of the classroom environment is the level of inclusiveness incorporated into class materials. (See Tables 11.0-11.2)

- Generally, students were most likely to respond that professors “sometimes” incorporate materials that acknowledge the contributions of people from a variety of racial/ethnic groups.
- Over 50% of African American respondents reported that professors either “rarely” or “almost never” incorporate contributions of people from a variety of racial/ethnic groups in their class materials. Experiencing the least level of inclusiveness, African American students’ responses were significantly different than the four other racial/ethnic groups.
- Hispanic American students also found the level of inclusiveness in class materials to be significantly less than Asian American and Caucasian students.
- When asked if professors incorporated contributions of women in their classes, the overall response (mean score of 2.68) was only slightly better than it was for incorporating contributions of people from a variety of racial/ethnic groups (mean scores of 2.72). Moreover, men and women responded similarly to the question.
- ✓ ▪ By far students reported the least level of inclusiveness in class materials when asked about acknowledging contributions of GLBT persons, with a mean score of 3.90 indicating that “rarely” did professors include such materials in their classes. Interestingly, heterosexual students were slightly less likely to find professors including contributions of GLBT persons in class. This difference may be attributed to less awareness on the part of heterosexual students as compared to GLB students.

Table 11.0: My professors incorporate into their classes materials that acknowledge the contributions of people from a variety of racial/ethnic groups: BY RACE/ETHNICITY.

Responses by %	All Respondents (n=1223)	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Almost always (1)	9.7	3.9	8.7	7.8	6.6	10.8
Frequently (2)	32.5	12.5	22.8	25.9	25.3	37.6
Sometimes (3)	41.1	32.8	54.4	45.8	36.1	40.7
Rarely (4)	9.4	17.0	6.0	11.0	17.3	6.8
Almost Never (5)	7.2	33.8	8.1	9.6	14.8	4.2
Average Scores	2.72	*3.64	*2.82	*2.89	❖*3.08	2.56

* Statistically significant at the 99% level from the white/Caucasian students (all other groups).

▪ Statistically significant at the 99% level from African American/black students (except for Caucasian students).

❖ Statistically significant at the 99% level between the Asian/Pacific Islander students and the Hispanic/Latino(a) students.

Table 11.1: My professors incorporate into their classes materials that acknowledge the contributions of women: BY GENDER.

Responses by %	All Respondents (n=1223)	Men (n=484)	Women (n=730)
Almost always (1)	9.1	7.7	10.3
Frequently (2)	34.6	33.5	35.7
Sometimes (3)	41.1	45.0	37.4
Rarely (4)	9.6	9.4	9.7
Almost Never (5)	5.6	4.3	6.8
Average Scores	2.68	2.69	2.67

Table 11.2: My professors incorporate into their classes materials that acknowledge the contributions of gay, lesbian, bisexual, and transgender persons: BY SEXUAL ORIENTATION.

Responses by %	All Respondents (n=1223)	Gay, Lesbian, Bisexual (n=67)	Heterosexual (n=1130)
Almost always (1)	3.0	4.8	2.9
Frequently (2)	6.1	8.7	6.0
Sometimes (3)	26.4	24.5	26.6
Rarely (4)	26.5	21.0	26.9
Almost Never (5)	38.0	41.2	37.6
Average Scores	3.90	3.85	3.90

AS REPORTED BY
HETEROSEXUAL
STUDENTS

Students' Exposure to Diversity among their Professors

The last series of questions examines students' exposure to diversity by asking them if they have taken classes from professors that are of various races/ethnicities, from male and female professors, and from GLBT professors. Given the nature of OSU, it is likely the students included classes they have had with graduate teaching assistants as well as faculty members. Tables 12.0 and 12.1 present the percentage of students who responded that they had taken a class from professors who demographically are members of various groups. A consistent finding across underrepresented groups is that students of particular groups are most likely to report having taken classes from professors who are similar to themselves compared to all other groups of students.

- Except for American Indian/Alaskan Native students, at least 55% of students in all groups responded that they have taken a class from an African American professor. African American and GLB students were most likely to report having an African American professor with 75.7% and 72.3% respectively responding positively.
- Students were least likely to report that they have taken a class from an American Indian/Alaskan Native professor. Although similar to the percent of African American students who had taken a class from an African American professor, American Indian/Alaskan Native students were most likely to have taken a class from a faculty member from their race. Thirty-two percent (32%) responded that they had, compared to 9 to 14% of other students.
- Approximately 75% of students and almost 95% of Asian students reported that they have taken a class from an Asian professor.
- Approximately a third of all students have taken classes from a Latino/Hispanic professor. For Hispanic American students this percentage increases to over 55%
- As expected, ninety-eight (98%) to 100% of students reported having taken classes from Caucasian professors and from male professors.

- The majority of students also reported having taken classes from a female professor, although in most cases the percentages are slightly lower than for those who reported having had male professors.
- ✓ ▪ While the majority of students reported that they did not know if they had had a class with a GLBT professor or not, about 25% reported that they had. For GLB students, this percentage increased to 42.5% and compares to 27% of heterosexual students.

Upon examining the data, a number of interpretations can be made. First, the evidence suggests that students search out faculty members who are similar to them. It also may affirm the need for the University to provide faculty members who can serve as role models for various groups of students in order to improve the climate for diversity. Second, it may be that underrepresented students are more cognizant and aware when they take classes with faculty members who are not members of majority groups. Thus, they are more likely to recall having classes with professors who are like them.

Table 12.0: I have taken classes from professors who are... BY GENDER AND SEXUAL ORIENTATION

Responses by %	All Respondents (n=1223)	Men (n=484)	Women (n=730)	Gay, Lesbian, Bisexual (n=67)	Heterosexual (n=1130)
African American/Black	56.6	56.1	57.0	72.3	55.8
American Indian/Alaskan Native	12.1	11.9	12.3	9.1	12.1
Asian/Pacific Islander	75.4	80.8	69.7	63.1	75.9
Latino/Hispanic	34.0	34.3	33.6	33.2	34.0
White/Caucasian	98.7	98.0	99.5	100.0	98.9
Women	97.5	96.4	98.6	96.5	97.9
Men	98.9	98.4	99.5	100.0	98.8
GLBT*	27.6	24.2	31.0	42.5	26.9

- PREDICTIONS?

*Majority of students responded that they did not know if they had taken a class from a GLBT professor or not.

Table 12.1: I have taken classes from professors who are...BY RACE/ETHNICITY

Responses by %	African American/Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/Pacific Islander (n=99)	Hispanic American/Latino/a (n=104)	White/Caucasian (n=741)
African American/Black	75.7	35.9	58.4	60.6	56.6
American Indian/Alaskan Native	14.0	32.4	10.1	5.1	10.8
Asian/Pacific Islander	62.1	76.7	94.7	73.7	75.3
Latino/Hispanic	22.7	19.3	29.2	55.4	36.3
White/Caucasian	100.0	87.7	100.0	99.3	99.3
Women	99.2	88.6	97.9	99.3	98.5
Men	98.9	97.4	100.0	99.3	99.0
GLBT*	24.3	10.7	29.2	26.5	29.2

✓ *Majority of students responded that they did not know if they had taken a class from a GLBT professor or not.

Appendix A

Campus Climate for Diversity Respondent Demographics

- GENDER: 59.4% were female; 39.6% male, and 0.2% transgender
- SEXUAL ORIENTATION: 92.4% reported that they were heterosexual; 2.7%, bisexual; 1.7% gay; 0.8% lesbian; and 2.3% other/no response ⁷
- RANK: 72% were undergraduate students; 18.1% were graduate students; 8.3%, professional; and 1.5% non-degree. Among the undergraduate students, 11.7% were Rank 1; 17.2% Rank 2; 18.1% Rank 3; and 24% Rank 4.
- AGE:
 - 5.4% were 18 or younger
 - 29.9% were 19 or 20
 - 23.0% were 21 or 22
 - 11.0% were 23 or 24
 - 7.1% were 25 or 26
 - 5.2% were 27 or 28
 - 4.9% were 29 or 30
 - 3.5% were between the ages of 31 and 35
 - 3.0% were between the ages of 36 and 40
 - 3.5% were over 40
- STUDENTS WITH DISABILITIES: 3.2% of the sample responded that they had a disability (visual, hearing, speech, mobility, psychiatric, or learning)
- RACE/ETHNICITY: (Please note that students provided multiple responses when applicable)
 - 8.7% were African American/Black
 - 3.1% were American Indian/Alaskan Native
 - 2.0% were Appalachian
 - 8.0% were Asian /Pacific Islander
 - 8.7% were Hispanic American/Latino(a)
 - 65.6% were White/Caucasian
 - 3.8% were international students
 - 2.3% responded "other"
 - In addition, 3.3% responded that they were multi-racial, and 7.4% provided multiple responses.
- RELIGIOUS IDENTIFICATION: (in descending order of frequency)
 - 27.3% Roman Catholic
 - 22.7% Protestant
 - 16.8% Non-religious
 - 6.9% Baptist
 - 4.7% Agnostic
 - 3.4% Christian
 - 2.9% Jewish
 - 2.2% Buddhist
 - 2.0% Atheist
 - 1.9% Hindu
 - 1.1% Muslim
 - 1.1% Non-denominational
 - 0.7% Pagan
 - 6.3% Other (including Eastern Orthodox, Greek Orthodox, Church of Jesus Christ of the Latter Day Saints, Pentecostal, Jehovah Witnesses, Amish/Mennonite, Born Again Christian, Quarter, Zoroastrian, Disciples of Christ and more)

- GPA: Among the undergraduate students 2.4% had a GPA of less than a 2.0; 39.2% had between a 2.0 and a 2.9; and 52.9% had a 3.0 or above. Among, the graduate and professional students, 0.4% had less than a 2.0; 6.0% had between a 2.0 and a 2.9; and 93.6% had a 3.0 or better. Other students did not provide their GPA.
- "HOMETOWN": When asked where they spent most of their lives before college, 22.5% of students responded that they were from a rural area or town, 19.7% from a small city; 25.3% from a large city or metropolitan area; and 32.5% from a suburb.
- COLLEGE ENROLLMENT:

College Enrollment	Percent
Allied Medical Professional	1.3
Architecture	1.8
Arts	10.4
Biology	4.4
Business	7.5
Dentistry	1.2
Education	5.7
Engineering	10.6
Food, Agricultural, & Environmental Sciences	5.3
Human Ecology	5.0
Humanities	5.2
Law	1.8
Math & Physics	3.0
Medicine and Public Health	3.2
Nursing	2.2
Optometry	0.7
Pharmacy	1.2
Social & Behavioral Sciences	11.1
Social Work	1.9
UVC	12.1
Veterinary Medicine	1.8
Non-Degree	2.1